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| **Teacher’s Name**  Jennifer Lloyd | **Grade**  K- EL | | **Age**  5-6 | **Proficiency Level**  Developing |
| **Overall Goal and Purpose of the Lesson**  The learners will read the consonant digraph sh correctly within words. TLW recognize that diagraphs make one sound together. | | | | |
| **Targeted Phonics Skills**   * Reading consonant digraph sh correctly. | | **TN ESL Standards**   * K.R.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful   differences between sounds in context.   * K.R.2 Phonics: Demonstrate knowledge of letter recognition and letter sound   correspondence. | | |
| **Targeted Reading Skills**   * Recognize parts of literature: setting, author, main idea | | **TESOL Standards**   * Standard 2 | | |
| **Reading Objectives**   * TLW correctly identify the setting, title, and main idea of the story. TLW answer questions about the story. | | **Phonics Objectives**   * TLW recognize sh- as one sound, not two separate sounds. | | |
| **Phonics / Vocabulary Words**   * dusk, dawn, barrel, apron, gown, removable, clothesline * wash, McNosh, she, dish | | | | |
| **Reading Passage / Literature Title and Author**   * Mrs. McNosh Hangs Up Her Wash by Sara Weeks | | | | |
| **Materials and/or Resources**   * Mrs. McNosh big book, pointer, highlighter tape, vocabulary and picture cards cards, string for clothesline | | | | |
| **Language Learning Strategies**   * For visual purposes, vocabulary cards with pictures * Previewing/ pre reading vocabulary in text * Hand on activity matching word with consonant digraphs | | | | |
| **Method / Strategies for ESL Instruction**   * Show picture for vocabulary words to help make connection. | | | | |
| **Set**   * Attention Grabber- Riddle: what does your mom say when a baby is sleeping? shhhh * Relate to previous learning- Remind students that we have been learning sound blends every morning with sound cards. * Verbalize Objective: “By the end of this lesson, you will be say sh as a blend instead of s- h-. This will help you read words faster.” | | | | |
| Procedures (Provide a step by step sequence of teacher instruction)   * Teacher writes sh on board and ask students what sound this makes this sound. Then have students think pair share words that have the sh sound in it. Take 30 seconds for students to tell their word. * Introuduce book and author. “Before we read the book, what is a \_\_\_\_\_?” introduce vocabulary and match with pictures. * Make prediction about book based on cover and title. Proceed to read book. Tell students to listen for words with the sh sound. * Reread book page by page. Have students used pointer to find sh words. Highlight words with highlighter tape. | | | | |
| Student Tasks   * Students will be given a sh word. One at a time, they will clip their word onto the matching picture on the clothesline. * Students will be writing and reading sh words in small groups. | | | | |
| Checks for Understanding   * Informal assessment through observing responses in whole group instruction * Assess each student in small group (4-6 students) | | | | |
| Group Work (if applicable)   * If ESL enrichment used, the students will work together to put their letter cards together to make a word. | | | | |
| Practice Tasks   * Seat work- Students will be given letters. They will arrange the make sh words, the write the words they make. | | | | |
| Enrichment and/or Extension in ESL Classroom   * consonant digraph center activities * hand out s and h letter cards along with other letter cards. Have Children stand in order of word or sh sound. | | | | |
| Extension to Academic Language and Content Area Instruction   * Emphasize sh word in math, science and social studies. | | | | |
| Regular Education Classroom Extension (if applicable)—Indicate collaboration with classroom teacher | | | | |

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*Jennifer Lloyd*

*2-25-11*